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ABSTRACT

This follow-up study had three objectives: (1) provide information about dropouts that could be used by the college to identify areas where corrective action may be needed; (2) document the number and percentage of students who leave the college for reasons not amenable to corrective action; and (3) provide insight necessary to build models that will allow for the prediction of which students and the number of students who will drop out. An instrument was developed to survey students who were enrolled in Indiana Vocational Technical College, Indianapolis, between fall quarter 1976 and winter quarter 1977, and who left prior to completing their program. Three hundred eighty-four individuals responded to the survey questionnaire. The analyses of data consisted of two subparts: a descriptive analysis in the various categories, and an analysis to determine responses by sex, race/ethnic, marital status, veteran/non-veteran, and by program enrolled. The findings indicated three major reasons for students leaving school: they learned what they came to learn; there was conflict between job and studies; and there was not enough money to go to school (black students were identified as most adversely affected by lack of money). However, it was concluded there were no significant trends shown. Recommendations include revision of the student financial aid system, elimination of questions from future questionnaire which could be obtained from admission records, and conducting follow-up studies two to three times a year. (JH)

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FINAL REPORT

FOLLOWUP STUDY

STUDENTS NOT COMPLETING DEGREE REQUIREMENTS

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Project No. 40 - 76 - 08

Ronald Britton: Project Consultant

INDIANA VOCATIONAL TECHNICAL COLLEGE

Indianapolis, Indiana 46202

November 14, 1978

State Board of
Vocational and Technical Education
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U S DEPARTMENT OF HEALTH,
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INFORMATION SHEET

A. Kind of Project: (check one)

1	___ Experimental	4	___ Demonstration
2	___ Developmental	5	X Evaluative
3	___ Pilot	6	___ Exemplary

B. Population

TYPE		NUMBERS (affected by project)
A	Disadvantaged	A ___
B	Handicapped	B ___
C	Migrant	C ___
D	Minority	___
E	Combination of the above	E ___
F	Other Metropolitan Indianapolis	F 170

GROUP

1	Pre-school	1 ___
2	Elementary	2 ___
3	Junior High School	3 ___
4	Middle School	4 ___
5	Senior High School	5 ___
6	Postsecondary	6 X
7	Adult	7 ___
8	University	8 ___
9	Employer	9 ___
10	Employee	10 ___
11	Citizens	11 ___
12	Parents	12 ___
13	Combination of the above ___	13 ___

LOCALITY (check the one which encompasses the locality involved)

a	National	a ___
b	State	b ___
c	Region	c X
d	District	d ___
e	County	e ___
f	Area	f ___
g	Community	g ___
h	School Corporation (LEA)	h ___

III. STATEMENT OF OBJECTIVES

The objectives of this project are to provide information about dropouts that may be used by the college to identify areas where corrective action may be needed; to document the number and percentage of students who leave the college for reasons not amenable to corrective action and to provide insight necessary to build models that will allow for the prediction of which students will drop out and of the number of students who will in fact drop out.

IV. STATEMENT OF PROBLEM

For the past five years the Indiana Vocational Technical College, Indianapolis has been concerned about the attrition rate of its students. Each Fall a record number of students enroll; however, the number of actual completers continues to be approximately 47% of those who enroll. If Ivy Tech is to successfully fulfill the needs of all students who enroll, it must know as much about them as possible. There currently does not exist adequate data to identify why students drop out and who these drop outs may be. A limited study of non returning students was made as a result of SBVTE Grant (40-76-08) in 1976. The results of that study lead the college to recognize the need to know more about the students who dropped out for reasons other than "getting the skills for which they enrolled". The problem of which students left for what reasons remained unresolved and hence no remedial plans could properly be proposed. An instrument was needed that would permit a closer examination of the profile of the drop out.

V. PRIORITY AREA

The priority areas of this project were to develop an instrument that was comprehensive enough to give a profile of all respondents. This instrument was designed to include the demographic background of the respondents as well as a checklist of reasons for leaving, degree of satisfaction with the college and other student attitudinal information.

The second priority was to have data of the quality that would assist the college in developing a model that could be used to predict which students will drop out.

VI. STRATEGIES

The following strategies were used to achieve the objectives of the project:

1. An instrument was developed to survey students who were enrolled in Ivy Tech between Fall Quarter 1976 and Winter Quarter 1977 and who left prior to completing their program. This strategy was designed to insure that an indepth profile of these non returning students could be secured.

2. Selection of students for survey was done by comparing the computer roster of those persons enrolled for the Spring Quarter 1976 with the computer roster of those enrolled for the Fall Quarter 1976. Summer Quarter was not included as many students choose not to attend Summer sessions. The same approach was taken for 1977 by comparing the Fall Quarter 1976 roster

with that of the Winter Quarter 1977. Any student whose name did not appear on the most recent roster was subject to being included in the survey. All possible graduates were excluded from the survey. Initially it was believed that a sample of 1000 students would provide sufficient data to achieve the objectives of the project. To have followed that method would have resulted in data being collected only from non returning students for the two Winter Quarters (1976 and 1977). The strategy was modified to include equal numbers from each Winter Quarter and a smiliar percentage from the Spring Quarters. This resulted in a survey of 2345 individuals.

3. The survey instrument was designed to obtain data that would provide a profile of each individual respondent. The reason for this strategy was to determine if there were significant trends in responses that may assist the college in predicting which students will drop out. These trends were to serve as the basis from which a model could be developed by the college for predicting potential dropouts.

VII. ANALYSIS PROCEDURES

Three hundred eighty-four (384) individuals responded to the survey. The responses were gained by mailing questionnaires to the last known address on the student's record, one followup mailing and a followup phone call to approximately 240 persons. One hundred fifty-three persons could not be located. Seventy-three (73) were participants in a special program that does not offer Winter Quarter classes and should not have been included in the survey. The actual number of potential respondents was 2119.

Each questionnaire was assigned a number for control purposes. As the responses were received, they were checked off the master list. The final data was keypunched and analyzed by Ronald Britton, Ph.D, Indiana University. His analytical processes complete the analysis portion of this report.

Analysis of data consisted of two separate subparts. The first subpart being a descriptive analysis using frequencies and percentages in the various categories. The second major subpart was a more indepth analysis to determine responses by Sex, Race/Ethnic, Marital Status, Veteran/Non-Veteran, and by Program Enrolled. These categories were combined with Question 22.1 to 22.25 to ascertain in greater detail <u>who</u> was leaving Ivy Tech and <u>why</u>.

This analysis will only summarize data which indicates a trend. For example, Questions 22 and 23 have twenty-five (25) questions, subresponses that are subdivided in four (4) or five (5) Likert type scale responses. Only the seven (7) or eight (8) responses which would indicate a trend in the data will be mentioned in this analysis. The analysis of data will be given by question in succession. The Tables represent frequencies and percentages for all questions and gives detailed information for further analysis.

VIII. FINDINGS - SUBPART I

1. The number of male respondents slightly exceeded the number of female respondents. Two hundred two males (52.6%) to one hundred seventy-two (44.8%) females.

2. The question concerning marital status indicated one hundred ninety, (49.5%) not married. Of the individuals who were married, three times as many had children (140) versus those married respondents without children, (50).

3. The overwhelming number of individuals who were married stated that their spouse was not a student. One hundred eighty-eight (188) individuals or 49% indicated their spouse was not a student while only eighteen (18) individuals stated their spouse was also a student.

4. The racial-ethnic make-up of the respondents was:

American-Indian	4 or 1%
Asian	7 or 2%
Hispanic	3 or .8%
Caucasian	262 or 68.2%
Black	88 or 22.9%
Bi-racial	4 or 1%
Did not respond	16 or 4.2%

5. One hundred seven individuals, (27.9%) responded that they were veterans compared to two hundred thirty-three, (60.7%) respondents who indicated they were not veterans. Forty-four individuals or 11.6% did not respond to the question. Assuming that only males responded positively to being veterans, then one hundred seven (107) veterans were 52% of the males.

6. Question Number ten (10) concerns the program in which the student was enrolled. Responding were one hundred fifty-two, (39.6%) individuals who indicated they were in Associate Degree Program; one hundred thirty-three, (34.6%) individuals indicated they were only enrolled in select courses; and ninety, (23.4%) indicated they were only enrolled in Technical Certificate Program. Nine (1%) individuals did not indicate any specific enrollment relationship.

7. The data indicated that one hundred ninety-one (191) individuals, (49.7%) were enrolled less than one year. Seventy (70) individuals, (18.2%) indicated they were enrolled for more than one year but less than two years, and sixty-one (61), (15.9% individuals stated they were enrolled for less than one quarter.

8. Question twelve (12) asked how many months has it been since you withdrew from school? Two hundred fifty-four, (66.19%) individuals responded that they withdrew within two (2) to six (6) months. Fifty-one, (13.3%) individuals withdrew seven (7) months to one (1) year, thirty-nine (10.2%), one (1) month or less.

9. In response to the question identifying the primary education goal of the individuals when enrolled, one hundred seventeen (30.5%) individuals indicated they enrolled to complete an Ivy Tech Associate Degree Program. Seventy (18.2%) individuals indicated the desire to upgrade their skills, sixty-two, (16.1%) individuals desired to learn a new skill and fifty-seven, (14.8%) individuals wanted to complete an Ivy Tech Certificate Program. Only twenty-eight, (7.3%) individuals indicated they enrolled for personal enrichment.

10. Two hundred two, (52.6%) individuals responded that they were part-time students during their last two quarters and one hundred thirty-eight (35.9%) individuals responded that they were full-time students.

11. Concerning employment while attending school, two hundred thirty-three (60.7%) individuals indicated they were employed thirty-six (36) or more hours per week. The next largest respondents, eighty-eight, (23.9%) indicated that they were not employed at all. Only approximately ten (10) per cent of the individuals responded that they were employed fewer than thirty-five (35) hours per week. A very important trend here is that a large number of full-time students were also employed more than thirty-six (36) hours per week. Even though most of the individuals worked full-time, the third greatest indicator of leaving school was lack of money for school.

12. Considering the type of financial aid individuals were receiving, the majority, (55.4%) of individuals indicated that they were receiving no financial aid. This was one hundred sixty (160) individuals. Fifty-seven, (14.8%) individuals indicated GI Bill, (28.7% of the males), thirty-six, (9.6%) individuals were on work study, and one hundred twenty, (31.3%) individuals responded they were receiving "other" types of financial aid.

13. In considering accumulated grade point average, ninety-nine (25.8%) individuals responded their grade point average was 3.51 to 4.0, sixty-seven, (17.4%) responded 3.01 to 3.50 and fifty-four, (14.1%) individuals were between 2.51 and 3.0. Ninety-two (24%) individuals did not respond to the question. The vast majority of individuals responded that they were never on academic probation. This totaled three hundred fifty-one, (91.4%) individuals while twenty-four, (6.3%) individuals indicated that they were on probation.

14. Question twenty (20) was to determine whether or not individuals switched programs while they were enrolled and the data indicated that two hundred twenty-seven, (59.1%) never changed programs, while one hundred (100) individuals, (26%) never declared a program.

15. Two hundred thirty-nine (239) individuals (62%) indicated that the high school diploma was their highest degree currently held. Thirty-seven, (9.6%) individuals held associate degrees and thirty-three, (8.6%) individuals had GED equivalency. Twenty-six, (6.8%) individuals completed a Bachelor degree.

16. Question twenty-two (22), perhaps, is the heart of the follow-up study because it lists several reasons why students might leave school. Students were asked to respond to what extent these reasons contributed to their leaving school. Of the three hundred eighty-four (384) individuals who responded, seventy-seven, (20.1%) individuals stated that they "learned what they came to learn" as a major reason for them leaving the school. This was the most frequent response given as a major reason for leaving school. The second most frequent response was sixty-seven,

(16.4%) individuals listed "conflict between job and studies" as reason for leaving. The number three (3) reason for leaving school was "not enough money to go to school" which fifty-eight, (15.1%) individuals listed. Forty-four, (11.5%) individuals indicated they "fulfilled their personal goal in schooling" while the fifth (5) greatest response was forty-two, (10.9%) individuals responding that they "needed a temporary break from studies." Thirty-three, (8.6%) individuals stated "dissatisfaction with the program" as a major reason for leaving school. Thirty-two (8.3%) individuals indicated they "applied but could not obtain financial aid," as their major reason for leaving school, and thirty, (7.8%) individuals stated "illness, personal or family" was their major reason. Even though the vast majority of individuals were working full-time, twenty-nine, (7.6%) individuals gave the reason that they "could not find a job" as their major reason for leaving school.

16b. Considering the moderate reason category, the greatest number of responses given as moderate was, "home responsibilities were too great," thirty-six, (9.4%). Second, "conflict between job and studies" which had twenty-eight, (7.3%) responses. Another way of identifying reasons for leaving school was to examine the responses given for "not a reason" for leaving school. For example, the smallest frequently listing "not a reason" for leaving school was question number ten (10) "conflict between job and study." The next fewest responses given to "not a reason" category was that the individuals "learned what they came to learn," while the third response for "not a reason" was that "home responsibilities were too great." It's interesting to note that the most frequent response for leaving Ivy Tech as a <u>major reason</u> was that they "learned what they came to learn," while the second most frequent response given to <u>not a reason</u> was also "learned what they came to learn."

17. Question number twenty-five (25), another very important question, consisted of twenty-five (25) responses that identify the individuals "degree of satisfaction" with different aspects of school when they left. Responses again were a Likert type varying from "no degree of satisfaction, to a great degree of satisfaction." The "greatest" degree of satisfaction was ninety, (23.4%) individuals responded that the "teaching in their Program" was a "great" degree of satisfaction and eighty-two (21.4%) individuals responded that the "amount of contact they had with their teachers" was a "great satisfaction." Seventy-one, (18.5%) individuals responded that the "course content in their program area" was greatly satisfying while the "grading system" and "scheduling of classes" tied for the next "greatest" satisfying factor, (15.4%).

17a. The next response was "location of the school" and "information given to the individuals about the school before enrolling," received fifty-eight, (15.1%) response and fifty-one, (13.3%) responses.

17b. In considering the category "moderate" degree of satisfaction, the greatest response was given to "quality of the students" which was one hundred four, (27.1%) responses and ninety-four (24.5%) responses for the school in general." Eighty-five, (22.1%) individuals indicated

"scheduling of the classes" and "rules and regulations" of the school as giving them a moderate degree of satisfaction. There were no overwhelming factors, if changed, that would have encouraged the individuals to stay enrolled. Thirty individuals did indicate that "improved teaching in their program: would have encouraged them to stay. While twenty-nine (29) individuals responded that "location of the school" was a factor, twenty-one (21) individuals responded that "improvement of counseling and guidance services" would have been a factor; nineteen (19) individuals stated that "improved scheduling of classes" would have encouraged them to stay.

18. Considering their present status, two hundred forty-five (245) individuals indicated that they were presently "working in a job" while one hundred twenty-six (126) individuals were "attending or planned to attend school" soon. One hundred six (106) respondents were "caring for home and or family." Forty-two (42) individuals responded that they were presently "looking for a job." It should be noted that many individuals checked more than one response for question twenty-five (25).

19. In considering their present employment status, one hundred fory-one (141) individuals responded that they were "working full time in a position not related to their Ivy Tech training." While one hundred eleven (111) individuals were "working full-time in a related area" for which they were trained. Thirty-five (35) indicated that they were "unemployed but not seeking employment." Seventeen (17) individuals stated that they were "working part-time." Again, it is assumed that many individuals may have checked more than one answer for question twenty-six (26).

20. In considering of their future education plans, one hundred seventeen (117) individuals indicated they "planned to take courses as needed to improve their job skills," while eighty-seven (87) responded that they would "take courses for personal adjustment or satisfaction." Forty-seven (47) respondents indicated that they "planned to complete Ivy Tech Associate Degree Program" and twenty-seven (27) individuals intended to complete an Ivy Tech Certificate." Thirty-three (33) individuals did "not plan to return to school" and twenty-nine (29) other individuals responded that they "intended to complete at least a bachelor degree."

21. Considering their family income, one hundred fifty-nine (159) individuals responded that their income was $12,000 or more. Fifty-six (56) individuals responded that their earnings were $9,000 to $12,000, while thirty-three (33) individuals were earning $7,500 to $9,000. Eighty (80) individuals responded earning less than $7,500.

The Tables after Subpart II contain frequencies and percentages for all responses if greater analysis is desired.

FINDINGS - SUBPART II

Subpart II of the non-returning student study attempts to identify more specifically what students did not return to Ivy Tech. Questions 22.1-22.5 listed several reasons why a student might leave school and to what extent these reasons are either major, moderate, minor, or not a reason in the student leaving school. These twenty-five (25) reasons were combined with variables of sex, race and ethnic status, marital status, veterans status, and program the students were enrolled in.

In identifying reasons for leaving Ivy Tech given by veterans vs. non-veterans, the assumption was made that few if any females would be veterans. Consequently, the responses given in the veteran status only reflect responses given by males. The analysis of major reasons for leaving Ivy Tech by the variables of sex, race and ethnic background, marital status, veteran status, and program enrolled are listed in the following tables by rank order of the major reasons. Again, only trends in the data were listed in the tables or will be narrated in this analysis.

Major Reasons for Leaving Stated by Female vs. Male

Most females indicated their primary reasons for leaving Ivy Tech were that they "learned what they came to learn." Thirty-seven (37) individuals out of one hundred seventy-two (172) listed this as the major reason. Thirty-eight (38) males also listed "learned what I came to learn" as major reasons for their leaving Ivy Tech. For those individuals who listed their sex, seventy-five (75) individuals ranked "learned what they came to learn" as the major reason for leaving Ivy Tech. The second ranked major reason for leaving was "conflict between job and studies" which was listed by a total of sixty-six (66) individuals; twenty-two (22) females and forty-four (44) males. This reason was stated by more males than any other reason. Forty-four (44) males indicated this as their major reason for leaving. "Conflict between job and studies" was the single most frequent listed reason by either group. The fourth ranked major reason for leaving Ivy Tech listed by both groups was "not enough money to go to school." Nineteen (19) female and thirty-seven (37) males listed this as a major reason for leaving. The next two reasons receiving about the same number of responses were "fulfilled my personal goals in schooling," and "needed a temporary break from studies" which received forty-four (44) and forty-two (42) checks as major reasons for leaving. The next four (4) major reasons received approximately the same number of responses by males and females. These major reasons were "dissatisfied with the program," "personal problems," "applied but could not obtain financial aid," and "illness - personal or family."

Generalizations from data analysis by sex would indicate that females and males list very similar responses as major reasons for leaving Ivy Tech. However, twice as many males as females ranked "conflict between job and studies" and "not enough money" as major reasons for leaving. The data also indicated that females listed major reasons for leaving with less intensity as did their male counterparts. An example of this less intensity can be found by examining the second through fourth ranked major reasons listed by females. The number of responses were in the below twenties (20's) for these rankings compared to thirty-seven (37) responses for the number one (1) ranked major reason.

Analysis by Race/Ethnic Variables

Only two categories were analyzed in the analysis of race-ethnic variables. These two categories were Black/Negro and Caucasian. The other variables such as native Americans and Oriental subgroups comprised such a small sample that it was felt the information would not be useful by their inclusion. The largest percentage and number of individuals to return questionnaires were Caucasians which number two hundred sixty-two (262) or 68.2% of all returned questionnaires. The second largest number of respondents were in the Black/Negro group which numbered eighty-eight (88) individuals or (22.1%). In instances where ranking of major reasons does not reflect this three to one (3:1) ratio, special notation will be given. For example, the number one (1) ranked reason for leaving when analyzed by race/ethnic variable was "learned what I came to learn" which was listed as a major reason by seventy-one (71) individuals. However, only eight (8) individuals in the Black/Negro group ranked this as a major reason while sixty three (63) Caucasians listed this as the major reason. Six (6) other reasons were ranked higher as major reasons for leaving Ivy Tech than was the reason "learned what I came to learn" when considering responses by Black/Negro.

The second ranked major reason for leaving does reflect the three (3) to one (1) Caucasion Black/Negro response. Forty (40) Caucasians and twenty (20) Blacks listed "conflict between job and study" as the second greatest reason for leaving Ivy Tech. The third ranked major reason also reflected the ratio of the samples by thirty-five (35) Caucasian and nineteen (19) Blacks listing as "not enough money to go to school" as the major reason for leaving. The next ranked major reason for leaving was indicated by disproportionate fewer number of Blacks to Caucasians. Thirty-five (35) Caucasians and only seven (7) Blacks indicated that they "fulfilled personal goals for schooling" as a major reason for leaving. The next four (4) rankings of major reasons listed received approximately the same number of responses for each group. These reasons were "dissatisfied with the program", "illness - personal or family", "applied but could not receive financial aid", and "could not find a job."

Two generalizations can be made from responses by race and ethnic variables. First, Caucasians tended to respond that "they learned what they came to learn" and that their personal goals for schooling were generally met. Caucasians next viewed their conflict between job and studies and not enough money as reasons for leaving.

The issue of "conflict between job and studies," and "not enough money to go to school" were considered the major reasons by Blacks whereas those reasons listed by Caucasians as the major reasons were listed as the least major reasons by Blacks. To put it another way, Caucasians generally left Ivy Tech as a result of a positive response "that they learned or fulfilled personal goals. Blacks ranked leaving under these positive reasons much below reasons which tend to impact more negatively on the individuals. For example, "leaving school because of a conflict between job and studies," and "not having enough money to go to school" are much more negatively oriented and negatively consequential and extremely influencing, particularly, when positive responses have been ranked to low. While Caucasians also listed as the second and third greatest reason for leaving being "conflict between job

and studies", and "not enough money to go to school." These negative responses are less consequential because of the high ranking of the positive responses of "learned what I came to learn", and "fulfilled my personal goals for schooling." It can be generalized therefore, that Blacks and Whites leave Ivy Tech for not only very different reasons but for practically opposite influenced reasons.

Marital Status - Major Reason for Leaving Rankings

The number of married individuals approximated very closely that of not married individuals, one hundred ninety (190) versus one hundred eighty-two (182) individuals. Most of the major reasons stated by both groups reflected this reason ranked number one (1), that reason being "learned what I came to learn." Forty-five (45) married individuals stated this was a major reason for leaving while only thirty-one (31) not married individuals listed this as a major reason for leaving. The response ranked number two(2) by both groups as a reason for leaving was "conflict between job and studies" while the third (3rd) ranked response "not enough money to go to school was ranked slightly higher by not married individuals than married individuals. No attempt here to distinguish the not married individuals as either single or divorced, so care should be exercised in assuming that not married is equated with single.

The next major reason listed in order receiving approximate equal number of responses was "fulfilled by personal goals for schooling and needed a temporary break from studies." Again, the broad generalization can be made that not married individuals seem to be more impacted by negative events which were reasons for leaving than were the married. Particularly, when more not married individuals listed factors such as dissatisfaction with the program, personal problems and applied but could not obtain financial aid are compared for the two groups period.

Veteran vs. Non-Veteran Reasons for Leaving Ivy Tech

As previously stated, only the males were considered as likely to be veterans, consequently, only male responses were factored in analyzing veteran vs. non-veteran major reasons. There were forty-four (44) individuals who failed to respond to the question concerning their veteran status. It is assumed that these forty-four (44) individuals were females who believed that responding to even a category "non-veteran" was inappropriate.

Data analysis of major reasons by male veterans vs. non-veterans did not reveal any overwhelming major reason for leaving Ivy Tech. The reason which was stated by twenty-one (21) veterans and nineteen (19) non-veterans for the highest ranked reason for leaving was "conflict between job and studies." Ranked second in total responses was the reason "learned what I came to learn," indicated by fifteen (15) veterans and twenty-one (21) non-veterans. The major reason ranked third (3rd) by both groups was "not enough money to go to school." Fourteen (14) non-veterans and nineteen (19) non-veterans listed this as a major reason. Other ranked responses which received about equal

ranking by both groups were "fulfilled my personal goals in schooling" receiving a total of twenty-two (22) responses, "needed a temporary break from studies," eighteen (18) responses, "applied but could not obtain financial aid," receiving sixteen (16) responses, and "personal problems receiving sixteen (16) responses." The last two major reasons were ranked equally by both groups.

Major Reasons by Program Enrolled

The ranking of major reasons for leaving Ivy Tech are going to be listed by program areas separately rather than attempting to draw inferences by comparing program areas.

Technical Certificate Program

Ninety (90) individuals stated they were enrolled in the Technical Certificate Program. Eighteen (18) individuals responded to two categories as their major reason for leaving was that "they learned what they came to learn" and that they "did not have enough money to go to school." Two major reasons were ranked second (2) by thirteen (13) ind viduals. These major reasons were a "conflict between job and studies" and "applied but could not receive financial aid." Next, two more responses received an equal number of responses. Twelve (12) individuals responded that they "fulfilled their personal goals in schooling" and they were "dissatisfied with the program." It can be generalized that there was no overwhelming major reason for leaving Ivy Tech listed by persons in the Technical Certificate Program.

Associate Degree Program

One hundred fifty-two (152) individuals or 39% of the respondents indicated that they were enrolled in the Associate Degree Program. Ranked number one (1) as a major reason for leaving was a "conflict between job and studies" as listed by thirty-seven (37) individuals. Ranked second with twenty-eight (28) responses was "not enough money to go to school" and twenty (20) individuals in the Associate Degree Program responded that they "learned what they came to learn" and they "needed a temporary break from studies" as major reasons for leaving Ivy Tech. Although thirty-seven (37) individuals in the Associate Degree Program listed "conflict between job and studies" as their major reason for leaving, great care should be exercised in assuming this to be a major trend.

Individuals Enrolled in Courses Only

Approximately thirty-five (35%) percent of the respondents indicated they were enrolled in separate courses but not in either the Technnical Certificate Program or the Associate Degree Program. The Number One (1) ranked major reason for leaving was listed by thirty-nine (39) individuals to the response that they "learned what they came to learn" as their reasons for leaving. Ranked second by seventeen (17) individuals as a major reason was "they fulfilled their personal goals in schooling." Sixteen (16) individuals gave the major reason of "conflict between job and studies" while

fifteen (15) responded they needed a "temporary break from studies" as a major reason for leaving. Individuals in this category seem to generally list positive reasons for leaving Ivy Tech although again, care should be exercised in generalizing this as a trend.

IX. EVALUATION

The results of this project will be evaluated by using the finding as a basis to pursue increased financial assistance that may reduce the number of students who must drop out due to lack of money. This will be extremely important when one considers approximately 55% of the respondents were receiving some form of financial assistance. It is also significant in that the students most adversely affected by lack of money were identified as Black/Negro. This data will be used to support appeals for additional scholarships of financial aid programs.

A comparison of responses from graduates for the same period shows 83% are employed in the area related to their Ivy Tech training while drop outs employed in related field is about 39 to 40%. A similar comparison will be made as it relates to income for graduates and drop outs.

Another evaluation process that will be recommended to the Director of Instruction is the development of a set of class schedules that will afford working students the opportunity to select classes that will coincide with their work schedules. A pilot project should be attempted to see if this will reduce the number of persons who drop out due to conflict between work and school schedules.

X. CONCLUSIONS AND RECOMMENDATIONS

Based on the results of this project the following conclusions can be drawn:

1. There were no significant trends shown for students dropping out. True, there were three main reasons that when examined carefully could result in a reduction in the number of non-positive departures; however, the reasons vary to the extent that any remedial action must be comprehensive enough to respond to the unique needs of individual students. Such a response may include having each student to submit a personal profile at registration and using this profile as a part of a counseling program to get a "feel" for any indicators of additional supportive services the student may need.

   Each student would be personally interviewed and a prescription be jointly developed by the counselor and student to assure an agreement as to what each party will do to aid the student in achieving his goals.

   People who are married with families having incomes of less than $9,000 a year and are Black/Negro are most likely to drop out because of inadequate financial aid. It is recommended that our data services identify students who fit the categories with high potential for dropping out and refer the names of these people to the appropriate college department.

2. The traditional financial aid awarding does not fit the needs of a number of dropouts. This is especially true in light of the fact that of 336 respondents; 248 indicated they had annual income over $7,500. These persons would not be eligible for the traditional forms of financial aid except the Guaranteed Student Loan Program.

   Under present policies of lending institutions, monies for the Guaranteed student Loan program are not available to students enrolled in technical institutions to the same extend as they are to students enrolled in academic programs. Which further limits means for students from the lower level of the middle income group to receive financial assistance.

   It is recommended that Ivy Tech develop a system to respond to the financial needs of these students on an emergency or short term basis. This could best be done by developing a direct loan program to students. Such a program should be funded at a level to meet the student's needs until other financial sources can be identified. In cases of persons who may be eligible for the traditional programs, this loan fund could bridge the time between initial enrollment and completion of the financial aid process.

3. An important question raised by this study is the extent to which these findings can or cannot be generalized to other geographic areas of the state. Care should be exercised before generalizing the results of this study to other Ivy Tech facilities. It is recommended that in further studies of attrition that the questionnaire be shortened by eliminating all information which can be obtained from admission records, or other records readily available in the administrative offices. Also, if reasons for attrition are of primary interest, then perhaps, eliminating questions such as degree of satisfaction would be advisable. The largest number of returned responses were from individuals who had withdrawn within six months which would indicate studies of attrition should be conducted two to three times per year. The frequent follow-up of students who leave by region could also help to isolate those factors which impact on students in different geographic locales.

XI. SUPPLEMENTAL AND APPENDIX MATERIAL

Table 1

Ranking of Major Reasons for Leaving IVTC

By Sex: Female vs. Male

(Question 22)

Question	Major Reasons	N=172 (44.5%) Females	N=202 (52.6%) Males	Total
22.8	Learned what I came to learn	37	38	*75
22.10	Conflict between job and studies	22	44	*66
22.14	Not enough money to go to school	19	37	*56
22.23	Fulfilled my personal goals in schooling	21	23	44
22.4	Needed a temporary break from studies	23	19	42
22.9	Dissatisfied with program	14	18	*32
22.22	Personal problems	13	13	*31
22.15	Applied but could not obtain financial aid	10	20	*30
22.21	Illness, personal or family	16	14	30

*Differs for Total Derived in Gross Analysis Due to Sub-Category Response Omission, i.e., Sub-Category of not Responded to by Two Individuals.

Table 2

Ranking of Major Reasons for Leaving IVTC

By Race/Ethnic Variables

(Question 22)

Question	Major Reasons	N=88(22.9%) Black/Negro	N=262(68.2%) Caucasian	Total
22.8	Learned what I came to learn	8	63	71
22.10	Conflict between job and studies	20	40	60
22.14	Not enough money to go to school	19	35	54
22.23	Fulfilled my personal goals for schooling	7	35	42
22.9	Dissatisfied with program	13	16	29
22.21	Illness - personal or family	12	17	29
22.15	Applied but could not receive financial aid	11	16	27
22.13	Couldn't find a job	11	15	26

Table 3

Ranking of Major Reasons for Leaving IVTC

By Marital Status Variable

(Question 22)

Question	Major Reasons	N=182(47.4%) Not Married	N=190(49.5%) Married	Total
22.8	Learned what I came to learn	31	46	77
22.10	Conflict between job and studies	32	31	63
22.14	Not enough money to go to school	33	24	57
22.23	Fulfilled my personal goals for schooling	21	23	44
22.4	Needed a temporary break from studies	19	22	41
22.9	Dissatisfied with program	20	13	33
22.15	Applied but could not obtain financial aid	18	13	31
22.22	Personal problems	19	12	31
22.21	Illness - personal or family	12	17	29

Table 4

Ranking of Major Reasons for Leaving IVTC

By Male Veteran vs. Non-Veteran Variable

(Question 22)

Question	Major Reasons	N=107(53%) Veteran	N=95(47%) Non-Veteran	Total
22.10	Conflict between job and studies	21	19	40
22.8	Learned what I came to learn	15	21	36
22.14	Not enough money to go to school	14	19	33
22.23	Fulfilled my personal goals in schooling	9	13	22
22.4	Needed a temporary break from studies	12	6	18
22.15	Applied but could not obtain financial aid	8	8	16
22.22	Personal problems	8	8	16

Table 5a

Ranking of Major Reasons for Leaving IVTC

By Program Variable - (Technical Certificate)

(Question 22)

N=90 (23.4%)

Question	Major Reasons	Number of Responses
22.8	Learned what I came to learn	18
22.14	Not enough money to go to school	18
22.10	Conflict between job and studies	13
22.15	Applied but could not obtain financial aid	13
22.23	Fulfilled my personal goals in schooling	12
22.9	Dissatisfied with the program	12
22.22	Personal problems	9
22.4	Needed a break from studies	7
22.21	Illness, personal or family	7

Table 5b

Ranking of Major Reasons for Leaving IVTC

By Program Variable - (Associate Degree)

(Question 22)

N=152 (39.6%)

Question	Major Reasons	Number of Responses
22.10	Conflict between job and studies	37
22.14	Not enough money to go to school	28
22.8	Learned what I came to learn	20
22.4	Needed a temporary break from studies	20
22.22	Personal problems	18
22.21	Illness, personal or family	16
22.9	Dissatisfied with the program	15
22.23	Fulfilled my personal goals in schooling	15
23.15	Applied for but could not receive financial aid	12

Table 5c

Ranking of Major Reasons For Leaving IVTC

By Program Enrolled Variable (Neither, only select courses)

(Question 22)

N=133 (34.6%)

Question	Major Reasons	Number of Responses
22.8	Learned what I came to learn	39
22.23	Fulfilled my personal goals in schooling	17
22.10	Conflict between job and studies	16
22.4	Needed a temporary break from studies	15
22.14	Not enough money to go to school	12
22.21	Illness, personal or family	7

Table 6

Total Responses to All Reasons
For Leaving IVTC By Variable:
SEX

Question 22.	Not a Reason			Minor Reason			Moderate Reason			Major Reason			Total
	A	B	C	A	B	C	A	B	C	A	B	C	
. 1	99	108		8	8		5	5		5	6		24
. 2	94	102		10	10		6	9		5	3		23
. 3	93	96		8	16		6	7		8	9		24
. 4	83	86		9	11		7	13		23	19		25
. 5	92	97		5	7		7	7		9	12		23
. 6	93	90		8	12		3	17		8	7		23
. 7	92	100		7	11		5	10		8	4		23
. 8	69	69		2	8		6	11		37	38		25
. 9	87	89		11	7		3	14		14	18		24
.10	85	61		5	14		9	18		22	44		25
.11	100	104		4	5		6	7		3	10		23
.12	106	115		1	1		2	3		3	7		23
.13	98	109		1	3		3	3		10	16		24
.14	80	83		7	11		12	6		19	37		25
.15	96	101		2	4		4	2		10	20		23
.16	96	103		3	5		5	4		8	15		23
.17	98	113		1	1		6	4		9	7		23
.18	103	108		2	7		4	8		4	3		23
.19	83	89		18	19		7	10		8	10		24
.20	71	86		13	14		15	19		15	9		24
.21	88	104		7	1		6	9		16	14		24
.22	79	89		13	12		8	10		13	18		24
.23	74	91		12	1		7	13		21	23		24
.24	100	109		1	3		2	8		6	6		23
.25	95	108		4	2		0	4		10	13		23

Variables
A= Female
B= Male
C=

Table 7

Total Responses to All Reasons
For Leaving IVTC By Variable:
RACE/ETHNIC STATUS

Question 22.	Not a Reason			Minor Reason			Moderate Reason			Major Reason			Total
	A	B	C	A	B	C	A	B	C	A	B	C	
.1	39	159		3	11		3	6		7	4		23
.2	32	156		9	9		5	8		3	5		22
.3	32	148		4	18		6	8		7	9		23
.4	27	133		6	13		6	13		13	26		23
.5	38	143		2	10		4	8		4	16		22
.6	32	142		5	14		5	14		5	8		22
.7	38	146		3	12		3	12		3	7		22
.8	36	106		1	18		7	8		8	63		24
.9	30	138		3	15		5	12		13	16		23
.10	26	112		4	15		5	23		20	40		24
.11	40	155		3	5		2	7		3	10		22
.12	43	167		1	1		2	2		2	8		22
.13	37	159		1	3		3	2		11	15		23
.14	30	123		4	13		5	13		19	35		24
.15	35	155		1	4		3	2		11	16		22
.16	34	155		4	4		4	4		8	12		22
.17	39	162		0	1		4	5		8	8		22
.18	37	163		4	6		5	5		2	3		22
.19	29	133		10	26		6	11		7	10		23
.20	26	122		9	17		11	21		4	18		23
.21	31	153		1	6		9	4		12	17		23
.22	24	136		7	15		4	15		14	13		22
.23	37	122		2	9		4	14		7	35		13
.24	40	161		0	3		3	7		4	6		22
.25	42	153		1	4		1	3		1	17		22

Variables
A= Black/Negro
B= Caucasian
C=

Table 8

Total Responses to All Reasons

For Leaving IVTC By Variable:

MARITAL STATUS

Question 22.	Not a Reason			Minor Reason			Moderate Reason			Major Reason			Total
	A	B	C	A	B	C	A	B	C	A	B	C	
.1	98	93		10	6		7	4		7	4		237
.2	92	94		12	8		10	5		6	2		254
.3	88	95		15	9		8	6		9	8		234
.4	83	82		13	6		5	15		19	22		245
.5	89	94		5	7		9	5		12	9		235
.6	86	91		9	11		10	10		14	2		233
.7	90	96		9	9		7	8		11	1		231
.8	77	65		9	10		8	9		31	46		255
.9	82	89		10	9		11	6		20	13		240
.10	78	68		7	10		12	15		32	31		253
.11	97	99		4	5		7	6		9	5		234
.12	96	99		2	0		4	1		6	4		232
.13	93	107		3	1		2	4		21	8		239
.14	73	85		9	10		11	6		33	24		251
.15	92	99		3	3		5	2		18	13		235
.16	93	100		6	2		5	4		15	8		233
.17	101	104		2	0		5	4		8	9		233
.18	98	107		6	4		5	6		5	2		233
.19	97	80		13	23		7	10		12	6		234
.20	78	76		13	11		15	21		9	15		238
.21	94	93		2	6		9	6		12	17		239
.22	68	94		17	8		12	7		19	12		237
.23	76	83		9	4		10	10		21	23		236
.24	102	101		1	3		5	5		6	6		229
.25	97	100		4	2		2	2		10	13		230

Variables
A= Not Married
B= Married
C=

Table 9

Total Responses to All Reasons
For Leaving IVTC By Variable:
VETERAN STATUS (MALES)

Question 22.	Not a Reason			Minor Reason			Moderate Reason			Major Reason			Total
	A	B	C	A	B	C	A	B	C	A	B	C	
.1	49	51		4	3		3	2		1	5		118
.2	48	47		4	5		3	5		2	1		115
.3	45	45		6	10		4	1		5	8		119
.4	35	44		4	6		9	4		12	6		120
.5	47	43		4	3		1	6		6	4		114
.6	44	39		6	6		7	7		1	6		110
.7	47	46		3	7		6	4		1	2		116
.8	32	39		5	3		6	5		15	21		126
.9	40	42		3	5		7	5		6	9		119
.10	28	28		4	10		9	7		21	19		126
.11	49	48		2	3		3	3		2	7		117
.12	53	55		0	1		2	0		2	4		117
.13	52	50		1	2		1	2		5	9		122
.14	41	37		4	7		3	3		14	19		128
.15	45	50		3	1		2	0		8	8		117
.16	46	50		2	2		4	0		6	6		116
.17	52	54		8	0		3	2		4	2		125
.18	52	48		2	4		3	4		0	3		116
.19	41	41		8	10		5	4		4	4		117
.20	38	42		5	8		13	4		1	6		117
.21	46	52		1	0		7	0		4	8		118
.22	43	40		2	9		5	3		8	8		118
.23	44	40		0	1		5	7		9	13		119
.24	50	53		1	2		6	1		1	3		117
.25	46	54		2	0		3	1		8	4		118

Variables
A= Veteran
B= Non-Veteran
C=

Table 10

Total Responses to All Reasons
For Leaving IVTC By Variable:
PROGRAM ENROLLED

Question 22.	Not a Reason			Minor Reason			Moderate Reason			Major Reason			Total
	A	B	C	A	B	C	A	B	C	A	B	C	
. 1	39	92	78	5	8	2	5	4	2	3	7	1	246
. 2	35	88	75	5	13	2	9	4	2	2	4	2	241
. 3	36	83	71	9	11	4	2	6	6	6	7	4	245
. 4	34	70	65	9	8	4	4	13	3	7	20	15	252
. 5	38	88	64	3	6	3	2	7	5	7	6	8	287
. 6	33	79	72	4	12	4	7	8	4	7	6	3	239
. 7	37	83	73	3	11	4	5	6	4	5	7	0	238
. 8	30	75	43	5	5	10	4	9	9	18	30	29	262
. 9	33	74	70	5	11	5	6	8	3	12	15	5	247
.10	34	54	58	2	15	2	7	10	11	13	37	16	259
.11	44	88	73	1	4	4	4	5	4	4	8	2	241
.12	44	100	78	1	1	0	5	0	0	1	6	3	239
.13	38	91	78	2	2	0	1	5	0	15	10	4	246
.14	36	67	63	3	12	4	5	9	4	18	28	12	258
.15	35	92	71	1	3	2	2	3	2	13	12	6	242
.16	35	88	75	0	7	1	5	3	1	10	14	1	240
.17	49	98	73	1	1	0	2	4	4	9	5	3	240
.18	44	92	76	1	8	0	3	7	2	4	1	2	240
.19	37	71	64	5	19	13	5	10	3	7	7	3	244
.20	32	71	54	7	12	8	9	17	10	6	8	4	245
.21	40	84	69	0	5	3	8	6	1	7	6	7	246
.22	32	71	65	7	12	6	5	9	5	9	18	4	243
.23	33	83	50	4	4	5	3	7	10	12	15	17	243
.24	44	93	73	1	1	2	2	7	1	4	5	3	236
.25	43	89	72	3	3	0	0	3	1	6	13	4	237

Variables
A= Technical Certificate Program
B= Associate Degree Program
C= Neither, only enrolled in selected courses

INDIANA VOCATIONAL TECHNICAL COLLEGE
CONFIDENTIAL QUESTIONNAIRE FOR
NON-RETURNING STUDENTS

1. Name _____ _____ _____ Date _____
   Last First M.I.

2. Home Street Address _____

   City _____ State _____ Zip Code _____

3. S. S. Number _____

4. Date of Birth _____/_____
   Month Year

5. Sex: 172 (1) Female 202 (2) Male N.R. 9

6. Civil Rights Category (Please check one)

   4 (1) American Indian
   7 (2) Asian, including Oriental
   88 (3) Black/Negro
   3 (4) Hispanic
   262 (5) Caucasian
   4 (6) Bi-Racial
   16 (7) N.R

7. Marital Status (PLEASE CHECK ONE)

   123 (1) Not married, no children
   54 (2) Not married, with children
   50 (3) Married, no children
   140 (4) Married, with children
   12 (5) N.R.

8. If married, is spouse a student 18 Yes
   188 No

9. Are you a veteran? 107 Yes
   237 No
   44 N.R.

10. What program were you enrolled in? (PLEASE CHECK ONE)

    90 (1) Technical Certificate Program
    152 (2) Associate Degree Program
    133 (3) Neither, only enrolled in selected courses
    9 N.R.

11. How long were you enrolled before you left school? (PLEASE CHECK ONE)

    61 (1) Less than one quarter
    191 (2) One quarter, but less than one year
    70 (3) One year or more, but less than two years
    32 (4) Two years or more, but less than three years
    13 (5) Three years or more
    17 N.R

12. How many months has it been since you withdrew from school? (PLEASE CHECK ONE)

    39 (1) One month or less
    254 (2) Two to six months
    51 (3) Seven months to one year
    15 (4) More than one year

13. Which one of the following was your primary educational goal when you enrolled at IVTC-Indianapolis?

11 (1) To complete deficiencies in order to transfer to another college
14 (2) To prepare for the GED equivalency exam
57 (3) To complete an IVTC certificate program
117 (4) To complete an IVTC associate degree program
70 (5) To improve or upgrade my skills
62 (6) To learn a new skill
29 (7) For personal enrichment
15 (8) Other (Please specify) _____
10 N.R.

14. During the last two quarters (or less) that you were enrolled, were you primarily: (PLEASE CHECK ONE)

178 (1) A full-time student
302 (2) A part-time student
38 (3) Both during the last two quarters
16

15. During the last two quarters (or less) that you were enrolled were you employed in a job: (PLEASE CHECK ONE)

88 (1) Not employed at all
16 (2) Employed 1-10 hours/week
11 (3) Employed 11-20 hours/week
20 (4) Employed 21-35 hours/week
233 (5) Employed 36 or more hours/week
15 N.R.

16. Which of the following types of financial aid were you receiving at any time during the last two quarters (or less)?

160 (1) None
5 (2) Scholarship
3 (3) Loan
56 (4) Work/study
57 (5) GI Bill
20 (6) Other (please specify) _____
3 N.R.

17. What was your cumulative overall grade point average (GPA) at the time you left school?

22 (1) 1.00 or less
12 (2) 1.01 - 1.50
15 (3) 1.51 - 2.00
23 (4) 2.01 - 2.50
54 (5) 2.51 - 3.00
67 (6) 3.01 - 3.50
99 (7) 3.51 - 4.00
92 N.R.

18. Were you ever on academic probation while enrolled? (PLEASE CHECK ONE)

24 (1) Yes
351 (2) No
3

19. What was your technology?_____

If selected courses only, check here _____.

20. How many different times did you change programs while enrolled? (PLEASE CHECK ONE)

100 (1) Never declared a program
227 (2) Never changed programs
39 (3) One time
6 (4) Two or more times
12

21. What is the highest degree you currently hold? (PLEASE CHECK ONE)

37 (1) GED equivalency
239 (2) High School diploma
37 (3) Associate Degree
26 (4) Bachelor's Degree
5 (5) Master's Degree
4 (6) Profesional degree (includes only dentristry, medicine, optometry, osteopathy, podiatry, veterinary medicine, law, and theology)
1 (7) Doctor's degree (e.g., Ph.D., Ed.D., D.B.A.)
25 (8) I have no degree or diploma
19

22. Listed below are several reasons why a student might leave school. To what extent are these your reasons for leaving this school? (Check the appropriate response.)

	Major Reason 4	Moderate Reason 3	Minor Reason 2	Not a Reason 1	NR
Academic					
(1) Low grades	11	11	16	209	13
(2) Found courses too difficult	8	15	21	193	142
(3) Inadequate study techniques or habits	17	14	24	191	138
(4) Needed a temporary break from studies	42	20	21	170	131
(5) Programs or courses not available at this school	21	14	12	191	145
(6) Unsure of program and needed to leave school to decide on possible career	16	20	30	185	143
(7) Course work not challenging	12	15	18	194	145
(8) Learned what I came to learn	77	17	20	149	121
(9) Dissatisfaction with program.	33	17	21	177	136
Employment					
(10) Conflict between job and studies	67	28	19	147	125
(11) Accepted a job that didn't need more school	14	13	9	206	142
(12) Went into military service	10	5	2	223	144
(13) Couldn't find a job	29	6	4	208	137
Financial					
(14) Not enough money to go to school	58	18	19	164	121
(15) Applied but could not obtain financial aid	31	7	6	199	141
(16) Financial aid was not sufficient	25	9	8	200	142
(17) Child care not available or too costly	17	10	2	212	143
(18) This school too expensive	7	12	10	212	143
Personal Circumstances					
(19) Found study too time-consuming	18	18	37	173	134
(20) Home responsibilities were too great	25	36	27	154	132
(21) Illness, personal or family	30	15	8	194	132
(22) Personal problems	32	19	25	169	131
(23) Fulfilled my personal goals in schooling	44	26	13	167	140
(24) Marital situation changed my education plans	12	10	4	212	147
(25) Moved out of the area	23	4	6	205	141
Other, (Please specify.)_____	17	3		26	270

23. Please check the appropriate box describing your degree of satisfaction with the following aspects of the school you left.

	1	2	3	4	5	6	M.C
	Degree of Satisfaction						
	None	Little	Moder-ate	Much	Great	Does not Apply	
(1) Counseling/guidance services	31	24	60	50	37	101	31
(2) Academic advising services	32	36	55	34	37	101	87
(3) Library services	22	17	63	36	31	126	85
(4) Employment opportunities	26	27	47	30	31	136	87
(5) Financial aid opportunities	21	24	44	25	38	141	91
(6) Cost of attending this school	11	18	78	59	40	98	90
(7) Enrollment size of this school	12	18	74	50	42	100	88
(8) Rules and regulations at this school	16	21	79	45	32	104	80
(9) Extra-curricular opportunities	24	29	53	24	13	151	90
(10) Intellectual stimulation	19	31	71	41	38	74	90
(11) Cultural opportunities	26	25	66	24	12	134	97
(12) Social opportunities	25	32	55	36	15	138	93
(13) Religious environment	36	38	37	14	7	163	93
(14) Recreational facilities	32	41	53	12	20	143	93
(15) Location of this school	33	36	66	31	58	68	92
(16) Residence/living accommodations	32	12	31	13	12	189	95
(17) Grading system	15	14	78	76	59	57	85
(18) Course content in your program area	17	18	66	83	71	41	88
(19) Teaching in your program	24	21	56	85	85	31	82
(20) Amount of contact with your teachers	17	28	71	75	82	32	79
(21) Scheduling of classes	18	27	85	67	59	41	87
(22) Relevance of your program to your career goals	16	16	51	72	90	48	91
(23) Information given to you about this school before enrolling	24	45	35	54	51	49	82
(24) Quality of students	13	37	104	46	33	60	91
(25) The school in general	11	20	94	81	50	40	88

24. Please select from the list above three factors which, if changed for the better, would have most encouraged you to stay at Ivy Tech. (LIST IN ORDER OF IMPORTANCE)

1. #19-(30) #15-(29) #1-(21) #21-(19) #5-(15) #18-(15)
2. #19-(17) #21-(14) #20-(13) #24-(11) #18-(10)
3. #4-(10) #15-(10) #20-(10) #24-(9)

25. What are you currently doing? (CHECK ALL THAT APPLY)

126 (1) Attending or plan to attend school soon _____
Name of Institution

4 (2) Entered or plan to enter military service
42 (3) Looking for a job
245 (4) Working in a job
106 (5) Caring for home and/or family
12 (6) Traveling
31 (7) Other (Please specify.) _____

26. What is your present employment status?

111 (1) Working full-time in area or related area for which you were trained at IVTC (35 hours or more a week)
141 (2) Working full-time in a position not related to IVTC training
17 (3) Working part-time (less than 35 hours)
35 (4) Unemployed, but actively seeking a job
20 (5) Unemployed, not actively seeking a job
27 (6) Other (Please specify.) _____

27. What are your future educational plans?

87 (1) To take courses for my personal enjoyment or satisfaction
117 (2) To take courses, as needed, to improve my job skills
27 (3) To complete an IVTC certificate
47 (4) To complete an IVTC associate degree
29 (5) To complete at least a bachelor's degree
37 (6) Do not plan to return to school.

28. Family income (for U.S. statistical purposes)

29 Less than $3,000
29 $3,000 - 5,999
31 $6,000 - 7,499
33 $7,500 - 8,999
56 $9,000 - 11,999
159 $12,000 or more

Thank you for answering this questionnaire. Your efforts are appreciated. The information you have supplied will help future students.

March, 1978

Dear Former Student:

Ivy Tech is continually seeking ways to improve its vocational technical education services. One way of doing this is to secure information from students, graduates and former students.

This year, in addition to surveying our graduates, we are also asking our former students for information. We are interested in knowing your reasons for leaving Ivy Tech.

This information is being gathered for research purposes and all of it is strictly confidential. Your answers will be combined with those of other former students in a summary report.

A postage paid envelope is provided for your convenience in responding. A reply within 10 days from the date you receive this letter will be appreciated.

Thank you for your cooperation.

Very truly,

Warren F. Haas
Vice President/Dean

WFH/eb

enc.

May, 1978

WE HAVEN'T HEARD YOUR VIEWS, BECAUSE YOU DID NOT RETURN YOUR QUESTIONAIRE!!! OF THE REASONS LISTED BELOW WHICH BEST EXPLAINS YOUR FAILURE TO RETURN THE QUESTIONAIRE.

1. NEVER DROPPED OUT OR STOPPED OUT
2. NEVER RECEIVED THE QUESTIONAIRE
3. QUESTIONAIRE WAS TOO LONG
4. OTHER

YOU NEED ONLY TAKE A FEW MINUTES TO LET US KNOW YOUR VIEWS BY CALLING JACK SAGE AT 635-6100 EXT. 22.
YOU ARE IMPORTANT! DON"T BE SILENT! SPEAK UP!

BEST REGARDS,

Jack Sage

JACK SAGE